

*California  
Commission on Teacher Credentialing*

*Meeting of  
December 5-6, 2001*

**AGENDA ITEM NUMBER:**        **PERF - 1**

**COMMITTEE:**                      **Performance Standards Committee**

**TITLE:**                              **Proposed Adoption of a Revised Standard on Assessment of  
Candidate Performance for Professional Teacher  
Preparation Programs For Preliminary Multiple and Single  
Subject Credentials**

  **X**   **Action**

       **Information**

       **Report**

**Strategic Plan Goal(s):**

**Goal :**        **Promote educational excellence through the preparation and certification of  
professional educators**

**Prepared By:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
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**Authorized By:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Dr. Sam W. Swofford**  
**Executive Director**



**Proposed Adoption of a Revised Standard on Assessment of Candidate  
Performance for Professional Teacher Preparation Programs for Preliminary  
Multiple and Single Subject Credentials**

**Professional Services Division**

**November 14, 2001**

**Executive Summary**

The Commission's newly adopted Standards of Quality and Effectiveness for Multiple and Single Subject Preliminary Credential Programs include statements of candidate outcomes, the Teaching Performance Expectations (TPEs). A Revised Standard on Assessment of Candidate Performance, based on the TPEs is presented.

**Policy Issue to be Considered**

Should the Commission adopt Interim Standard 19, Assessment, Candidate for use in Professional Teacher Preparation Programs for the Preliminary Multiple and Single Subject Credential?

**Fiscal Impact Statement**

Funds have already been allocated in the FY 2001-02 budget of the Professional Services Division for implementation of SB 2042 related activities.

**Recommendation**

Staff recommend that the Commission adopt Revised Standard 19, Assessment of Candidate Performance, for use in Professional Teacher Preparation Programs for the Preliminary Multiple and Single Subject Credential



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Performance for Professional Teacher Preparation Programs  
for Preliminary Multiple and Single Subject Credentials**

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**Background**

At its September, 2001 meeting the Commission adopted a new set of Standards of Quality and Effectiveness for Teacher Preparation Programs. These standards are accompanied by a set of statements on candidate outcomes, the Teaching Performance Expectations (Appendix A). Programs designed to meet the Commission's new standards will address the Teaching Performance Expectations (TPEs) throughout both coursework and fieldwork. Standard 19 (attached) is based on the Commission's former Standard 21, *Determination of Candidate Competence*. It has been updated so that it focuses on assessing candidate competence in relation to the Teaching Performance Expectations.

**Staff Recommendation**

Staff recommend that the Commission adopt revised Standard 19, Assessment of Candidate Performance, for use in Teacher Preparation Programs for Multiple and Single Subject Preliminary Teaching Credentials.

## **Revised Program Standard 19: Assessment of Candidate Performance**

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.

### ***Program Elements for Standard 19: Assessment of Candidate Performance***

19(a) By design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates will be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the TPEs.

19(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects of the credential. At least one supervising teacher and one institutional supervisor summatively assess candidate performance in relation to the TPEs using documented procedures or instruments that are clear, fair, and effective.

19(c) One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.